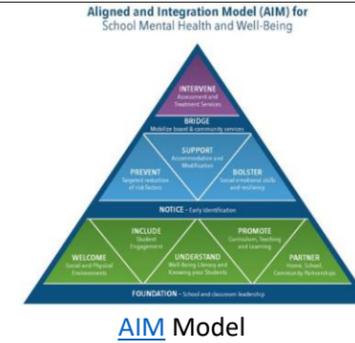




School Improvement Plan Student Achievement & Wellness

2019-2020 WELLNESS

School: Glen Tay School
Principal: Krista Warren
Vice-Principal: Claire Snider



To keep current with goals and strategies at the Board level, your team may wish to review the [Mental Health Strategy](#), [Director's Work Plan](#), or [BIPSAW](#).

As a staff, we have identified the following goals and committed to the following actions in order to support the creation of inclusive and calm classroom environments that facilitate academic learning and social-emotional well-being.



Goal: Create and sustain safe and caring school environments (yard, busses, hallways, classrooms)



Goal: Integrate practices that promote student health and mental wellbeing into everyday routines.



Goal: Increase the capacity of staff and students to deal with stress



Action: Focus on activities that build personal resiliency



Action: Build student social emotional learning skills (EMHC/Kindness Curriculum)

Area of Focus and Goal Setting:

Our needs assessment data gathered from student and staff surveys based on the Leading Mentally Healthy Schools Reflection Tool helped us to identify our areas for growth when working towards providing Tier 1s Supports as outlined in the [School Mental Health Assist Resource](#).

Welcome (Social and Physical Environments)

- All categories of this area are mostly or fully in place. Although there is a discrepancy between staff's perception of welcoming students into the building and students' perception of being welcomed into the building.
- We also still have some work to do in terms of ensuring that students can see themselves reflected in the curriculum.

Included (Student Engagement)

- We have work to do to provide students with more leadership opportunities at the classroom and school level, including opportunities to promote kindness and inclusion and teams to promote well-being. Students are also identifying that they are not feeling safe in their classrooms because of the threat of physical or verbal aggression.

Understand (Well-being Literacy and Knowing Your Students)

- We have work to do helping students identify emotional and physical triggers for stress and strategies for dealing with their stressors.

Promote

- We have work to do providing explicit teaching of social-emotional learning skills in a way that helps students to demonstrate their knowledge.
- We have work to do to ensure that the language we use with students is consistently strength-based and that we share our calm to help them learn positive social-emotional learning skills, positive coping, and self-care.

Partner

- We have work to do ensuring mental health promotion is complemented by partnerships with parents, families, and the wider community.

SMART Goal: If we build educator capacity and confidence in incorporating social emotional learning activities into regular classroom practices by working together to utilize the activities within the [EMHC](#) resource, by the end of the year we will see an increase in the number of students and staff reporting that they see their classrooms as being calm and safe places to be, an increase in the abilities of students to understand what mental health is and an increase in students' abilities to identify stressors and calming strategies. We should also expect to see an increase in the number of students reporting that there are leadership opportunities available to them, an increase in the number of staff reporting that we have complementary partnerships with parents, families and the wider community to support mental health promotion and a decrease in the number of "N" marks on the learning skills portion of the January report card.

